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ABSTRACT

These guidelines are intended to give teachers and administrators sufficient information to enable them to set up and conduct programs to assist non-English-speaking students to learn English and to adjust to the way of life around them both in school and in the community. Topics covered are as follows: factors governing the choice of programs; reception classes; half-day classes; English language centers; withdrawal programs using itinerant teachers; preschool children; secondary school students; students at the transitional stage; cultural integration; the buddy system; the training of teachers in English as a second language (ESL); ESL kits for regular teachers of elementary ESL students; a short bibliography of methodology texts; and ESL texts and programs. While the material is geared specifically towards British Columbia, much of it has relevance for other areas of North America. (Author/CFM)

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GUIDELINES FOR TEACHERS AND ADMINISTRATORS ON THE ORGANIZATION OF ENGLISH-AS-A-SECOND LANGUAGE CLASSES FOR NON-ENGLISH-SPEAKING STUDENTS IN BRITISH COLUMBIA SCHOOLS.

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Revised
March, 1978

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Introduction

The purpose of these guidelines is to give teachers and administrators sufficient information to enable them to set up and conduct worthwhile programs to assist non-English speaking students to learn English and to adjust to the way of life around them both in the school and in the community.

As not all non-English speaking students in our schools are "New" Canadians (some are French-Canadians, some are native Indians, some were born here of non-English speaking immigrant parents), the terms E.S.L. student, or E.S.L. teacher, or E.S.L. class or program will be used in preference to the term "New Canadian" - the letters E.S.L. standing for English as a Second Language.

The terms 'beginners', 'intermediate', 'advanced' and 'transitional' will be used from time to time to describe roughly the stage of language learning reached by students: for example, a beginner knows no English; an intermediate student can ask and answer simple questions, make a little conversation, and can read and write simple English; an advanced student is nearly ready to enter the main stream of the school; a transitional student is well into the main stream but is still receiving some help with composition writing and reading comprehension in those subjects heavy in English.

These guidelines are not synonymous with a methodology text. They will not tell a teacher untrained in methods of teaching English as a second language what she should do when she is working with an E.S.L. student. Teacher training courses in how to teach English as a second language are available at the University of British Columbia and at Simon Fraser University and will be discussed later.

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E.S.L. Programs

The four programs used most extensively for helping E.S.L. students learn English and adjust to the new culture are as follows:

1. Reception classes
2. Half-day classes
3. English Language Centres
4. Withdrawal programs using itinerant teachers

Each of these programs will be discussed further on under the three sub-headings of: (a) organization, (b) advantages, and (c) disadvantages. First, however, each school district must keep in mind the following factors which tend to govern the choice of program:

1. Number, distribution and English language facility of E.S.L. students in the district.

   Unless a district knows not only how many E.S.L. students it has within its borders who need help, but also in which schools these students are located and what stage of language learning they have reached, it will have difficulty deciding on which program or combination of programs is right for it. In order to obtain this information, districts might request that schools fill out the form found on pages 2 and 3 on any child whose first language is not English. The form, entitled "Request for Information on Students Whose First Language is not English" contains a five-point scale and a set of guidelines relating to the scale. These guidelines are fairly general, but if a district wished it could rewrite the guide so as to make the items specifically applicable to students in elementary or secondary schools.

   Levels 1 and 2 can be considered to represent the beginning and intermediate stages of language learning.

   Levels 3 and 4 can be considered to represent the advanced and transitional stages of language learning.

A student at levels 1 or 2 would have considerable difficulty in functioning in an ordinary classroom and would require fairly intensive help from an E.S.L. teacher. A student at levels 3 or 4 would probably be able to cope to some degree in some subjects, but would still require help from an E.S.L. teacher. A student at level 5 might need occasional help, but generally his level of achievement should be comparable to that of native speakers of English of his own age group.

REQUEST FOR INFORMATION ON STUDENTS WHOSE FIRST LANGUAGE IS NOT ENGLISH

School _____ Date _____

Student's name _____ Birthdate _____

Present grade placement _____

First Language _____

Language spoken at home _____

Place of birth _____

Date of arrival in Canada (if applicable) _____

English Language Facility

Using the guide below, place a check mark at that point on the continuum which you feel represents the student's facility in the four areas of listening, speaking, reading and writing.

Listening _____
1 2 3 4 5

Speaking _____
1 2 3 4 5

Reading _____
1 2 3 4 5

Writing _____
1 2 3 4 5

GUIDE

Listening

1. Understands no English.
2. Understands simple comments and commands.
3. Understands most ordinary conversation. Some subject matter gives trouble. Requires repetition or rewording of material that is at all new or unfamiliar.
4. Understands most of what goes on in the classroom unless material is very unfamiliar. Complex structures and highly idiomatic speech cause difficulties.
5. Understands everything that goes on in the classroom.

Speaking

1. Speaks no English.

2. Is limited to simple expressions. Communicates basic needs but cannot sustain a conversation. Many errors in structure, use of idioms, and pronunciation.

3. Takes part in conversations but may hesitate, repeat and correct himself. Still produces errors in structure and pronunciation.

4. Takes part is discussions and is generally able to get his meaning across. Some structural and pronunciation errors. Is willing to talk.

5. Can take part in all discussions like a native speaker. Few, if any, structural or pronunciation errors.

Reading

1. Reads no English.

2. Can read only simple statements which have been drilled on in class.

3. Can read on his own simple stories two or more grades below his age level. Finds textbooks difficult.

4. Can read materials in different subject areas but at a level a little below his age group. Can use a dictionary. Shows an interest in reading for pleasure.

5. Can read at a level comparable to a native speaker of the same age. Can read materials prescribed in the various subjects in which he is enrolled.

Writing

1. Writes no English.

2. Can copy or take dictation which has been worked on previously.

3. Can complete seatwork exercises. Can write a simple paragraph from a model. Many structural errors.

4. Can write longer paragraphs and shows some creativity. Structural errors appear, but generally the work is comprehensible.

5. Can write different kinds of prose at a level comparable to that of a native speaker of the same age. Makes only those structural and stylistic errors expected from a student of his age.

In addition to the above, in its 1977 survey of pupils for whom English is a second language, the Vancouver School Board asked teachers to classify students as follows:

Category 1 - The student's needs can be met within the regular classroom _____

Category 2 - The student's needs can be met in a regular classroom with modified class size and a modified program _____

Category 3 - The student requires placement in a special English class for New Canadians _____

Category 4 - The student requires special help in addition to placement in an English class for New Canadians _____

An additional method of categorizing E.S.L. students is one used in Ontario which differentiates between specific groups, but which does not attempt to gauge a student's facility in English. The categories are as follows:

Category I

An immigrant student in grades 2 through 13:

a) whose first language is not English, and

b) who has been in a Canadian school three years or less, and

c) who shows deficits in one or more of the following language areas:

i) understanding spoken English
ii) speaking fluent English
iii) reading in English with good comprehension
iv) writing in English with fluency and accuracy

Category II

An immigrant student from an English-speaking country (e.g. West Indies, India, Pakistan) in grades 2 through 13:

a) who speaks in a dialect of the English language different from that used in an urban Canadian classroom, and

b) whose skills in reading and written expression are not commensurate with his potential and not adequate for his age-grade placement.

Category III

A French-Canadian, Eskimo or Indian student in grades 2 through 13:

a) whose first language is not English, and

b) who shows deficits in his ability to understand spoken English or to speak it, and/or

c) whose skills in reading and written expression are not commensurate with his potential and not adequate for his age/grade placement.

Category IV

A student in grades 2 through 13:

a) whose first language is not English, and

b) who EITHER immigrated to Canada more than three years ago OR was born in Canada of immigrant parents and raised in a home where little or no English is spoken, and

c) whose reading and written expression are not commensurate with his potential and not adequate for his age/grade placement.

Category V

A student in grades Junior Kindergarten through 1:

a) whose mother tongue is not English, and

b) who EITHER immigrated to Canada recently or was born here of immigrant parents OR was born here of French-Canadian, Indian or Eskimo parents, and

c) who shows deficits in his ability to understand spoken English or to speak it,

O R

a) who immigrated to Canada from an English-speaking country (e.g. West Indies, India, Pakistan) and

b) who speaks a dialect different from standard Canadian-English, and

c) who shows a deficit in his ability to communicate in standard Canadian-English,

Additional information in the form of results from standardized tests may be available on some E.S.L. students. It should be recognized, however, that these results represent merely the level of achievement of the student on that particular day, at his current stage of language learning; they do not represent his true ability or potential, and should never, by themselves, be used as the reason for placing the student in a lower grade or lower stream, or on a non-academic program. Information regarding the testing of E.S.L. students will be forthcoming in due course.

2. Funding Available

Limited funding usually results in a limited program. Funds for special classes are available through the Division of Integrated and Supportive Services, Ministry of Education, Victoria, B. C., but these may need to be supplemented by local funds.

3. Room Space

E.S.L. students should not be asked to travel long distances out of their locality if this can be avoided. If a special E.S.L. class is to be established, a room should be found, if possible, in the neighbourhood school which lies in the immigrant catchment area. The room should be as good as those assigned to other classes and should not be isolated from the main body of the school. Geographic isolation of the E.S.L. class serves to emphasize in the minds of some people that these students are in some strange way "different."

4. Trained Teachers

The kind of program that evolves will depend to a large degree on the competence of the E.S.L. teacher. As few administrators have much expertise in E.S.L., a knowledgeable E.S.L. teacher could be the catalyst in building a strong and effective program; a weak, unqualified teacher can set the program back years. The training of E.S.L. teachers is covered more fully in a later section, (see page 18)

5. Planning and Co-operation

Every school district should keep a central registry of all its E.S.L. students. Once an overall survey has been made, it is a simple matter to require that every E.S.L. student entering a school in the district for the first time be registered and his competence noted. An increase in the number of E.S.L. students within a district can then be quickly spotted and appropriate action taken before the problem gets out of hand. One of the difficulties that has faced school districts in the past has been the sudden increase in the number of E.S.L. students entering particular schools during the year after hiring has been completed and the budget settled. The new Immigration Act may prevent the huge fluctuations in the number of immigrants entering Canada from year to year and hence provide rather more stability in the number of E.S.L. students enrolling in Canadian schools for the first time. Inter-province and inter-district migration will, of course, continue.

Each of the five programs will now be discussed in some detail:

I. RECEPTION CLASSES

a) Organization

A reception class consists entirely of students for whom English is a second language. It is under the control of an E.S.L. teacher who enrols the students and teaches them for all or part of the day.

Because (1) there is often a wide age range in the class, (2) the quantity and quality of English known by the students varies greatly, (3) there is a great variety in the students' educational and cultural backgrounds, and (4) the students enter the class at various times throughout the school year, the size of the class should be kept as small as possible to allow for individualized instruction. A recommended class size is 12 - 15 students.

The role of the teacher is twofold:

1) to assist the students to learn English as effectively and as quickly as possible,

2) to assist the students to become adjusted to the new culture.

Initially a large proportion of the time will be spent on oral language. As each student becomes more proficient in oral language, he will receive increasing amounts of instruction in reading and writing. Some E.S.L. teachers place some E.S.L. students in one or two regular subject courses such as art, music, P.E., home economics or industrial arts as soon as they feel the student can cope, thus giving them an opportunity to mingle with their peers.

After a year in a reception class, some students are ready to enter regular classes. Most students, however, probably require about three years of instruction on a gradually reduced time basis if their academic achievement is to reflect their potential.

b) Advantages

The reception class enables the student to receive intensive English training from a trained E.S.L. teacher who knows his needs and how to teach a second language. The teacher will have available to her materials and texts that will aid learning. She will be aware of cultural differences which may cause difficulties. Under an efficient teacher the reception class can provide the students with excellent opportunities to learn English.

c) Disadvantages

Unless some attempt is made during the year to integrate the students with their peers, the reception class can become a New Canadian "ghetto". The students have no English model except their teacher and no incentive to talk English to their peers whom they may rarely meet. If integration is delayed for a year, attitudes become set and the transition is sometimes hard.

If the teacher is inefficient, the students may have to suffer through a wasted year. It may not be possible to have the reception class in the child's community school. He therefore will have yet another adjustment to make when he is ready to leave the E.S.L. class.

II. HALF-DAY CLASSES

a) Organization

Students spend half the day in their E.S.L. class and half in a regular class. In some districts the E.S.L. teacher works with primary children during one half of the day and grades IV to VII during the other half. In other districts the split is between elementary students and secondary school students.

b) Advantages

Students have an opportunity to receive intensive English training coupled with the chance to meet and mingle with their peers in a normal school situation.

The E.S.L. teacher is able to meet a wide age range of students but without having them all together in class at the same time.

In elementary schools where timetables are usually fairly flexible, the system seems to work quite well and few problems are encountered. Regular teachers and classes have an opportunity to enjoy the newcomer, but the burden of teaching the student English does not rest solely on the regular teachers.

In districts where the number of E.S.L. students is not large enough to warrant employing a full-time E.S.L. teacher, a part-time teacher can be used, or a full-time teacher can be used part time in E.S.L. and part time as a regular teacher.

c) Disadvantages

In secondary schools the half-day class cuts into rotating or modular timetables causing students to miss a third or more of each course. Students tend to resent this as they see those all-important credits slipping away, while teachers feel they cannot be responsible for teaching a student who is constantly missing class. Half-day classes are therefore not recommended for secondary schools who work on anything other than a timetable in which every day's program is the same.

III. ENGLISH LANGUAGE CENTRE

a) Organization

The English Language Centre provides a support service for E.S.L. students. Students are withdrawn from regular classes for varying periods of time and attend the centre in groups of 8 - 10. Experience has shown that an optimum number of students in attendance per day is 50 when the centre is in full operation. The E.S.L. teacher helps classroom teachers to identify students

who need support, and organizes equipment and materials to meet the needs of the students. The E.S.L. teacher also acts as a resource for classroom teachers who are not sure how to work with E.S.L. students, and advises other staff on such matters as grade placement and/or a program for language support. The centre should be centrally located.

b) Advantages

Students are able to take part in those subject areas they can cope with while at the same time receiving assistance in learning English. They feel they are part of the school and yet they are not left alone to sink or swim. The centre is particularly helpful to students at the transitional stage.

c) Disadvantages

Centres can be easily abused: sometimes too many students are sent there, overloading the teacher and making it impossible for her to do a good job; or students with behavioural problems are assigned to the centre which again hampers the work of the teacher.

IV. WITHDRAWAL PROGRAMS USING ITINERANT TEACHERS

a) Organization

In some districts the E.S.L. teacher travels from school to school withdrawing those students who need help. The number of schools serviced in this way by a single teacher varies across Canada from three to eleven.

The E.S.L. teacher carries with her all the materials she will need and the principal arranges for her to use an empty room.

The times at which the students are withdrawn and the length and frequency of their lessons necessarily depend upon the E.S.L. teacher's load.

b) Advantages

In districts where the non-English-speaking students are spread out in a number of schools over a wide area, this system allows the children to receive some professional help which might be denied them if there is no teacher in the school who has any expertise in E.S.L. In some districts poor transportation or inclement weather make it difficult for students to travel to a central location.

c) Disadvantages

If the E.S.L. teacher is expected to service too many schools too far apart, her visits may be limited to half-an-hour twice a week, which is insufficient time for her to give students the help they need.

Because she is not a member of the staff, she may be banished to the bookroom or a cupboard under the stairs, which creates the impression that what she is doing is of relatively little importance. She may have nowhere to store materials and, consequently, has to carry all her supplies with her.

As she must spend recess and lunchtime travelling to the next school, she may have little contact with the regular staff, making co-operation for the good of the student impossible.

* * * * * * * *

In a few school districts which receive a very small number of non-English-speaking children, or in districts where the E.S.L. students are spread out over a very wide area, it may be neither practically feasible nor economically possible to employ an E.S.L. teacher to run a special program. This is unfortunate because most non-English-speaking children, no matter what their age, benefit from some professional instruction in the learning of English.

It is therefore necessary to place the E.S.L. student directly in a regular class and to give him whatever help the situation will allow. The following are some suggestions:

1) The classroom teacher may be able to give the student some private coaching, if not during school, then before or after school.

2) A teacher with a spare period might be persuaded to work on a one-to-one basis with the student. In one elementary school, the principal works with a small group.

3) The Learning Assistant or Remedial Reading teacher can perhaps provide some individual instruction.

4) The E.S.L. student can be paired with a Canadian 'buddy'.

The problem facing classroom or remedial teachers is that they usually have no background in teaching E.S.L. and are therefore unsure what to do.

At the back of this handbook is a bibliography of methodology books on E.S.L. which will give teachers some guidance as to how to proceed. One school district in Ontario has a number of classroom kits which it sends to elementary teachers who encounter an E.S.L. student and do not know what to do to help him. Materials which might be included in such a kit are also listed at the back of this handbook. (See page 21)

The buddy system can work to advantage if the buddy knows what is expected of him. An article entitled "The Buddy System" which outlines a method of ensuring the efficacy of this pairing of an E.S.L. student with an English-speaking student is also included in this handbook. (See page 16.)

Supervision of Programs

Unless the administrator in charge of the E.S.L. program has some expertise in the area, he would do well to turn the practical running of the program, the testing, the selection and placement of students, and the ordering and control of supplies over to his most competent E.S.L. teacher who should receive released teaching time in proportion to the duties she is required to undertake.

* * * * * * * * *

Three groups of E.S.L. students need particular mention as they are the ones most frequently overlooked in E.S.L. programs. These are:

1. Pre-school children
2. Secondary school students
3. Students at the transitional stage

1. Pre School Children

Research carried out in England, coupled with experience, suggests very strongly that the earlier a non-English-speaking child receives instruction in English the better. While this instruction is usually of a relatively informal nature with pre-school children, occurring through games and play designed to give practice in English, and perhaps only for two or three mornings a week, nonetheless experts in the field feel that E.S.L. programs for young children are definitely beneficial.

It must be remembered that an English-speaking kindergarten child has had five years' exposure to English while the non-English-speaking kindergarten child may have had no exposure to English. The language development needs of these two groups are obviously very different and it is therefore imperative that kindergarten teachers understand the processes involved in learning a first and a second language.

Recently in B.C. a number of classes have been started for immigrant mothers and their young children. These "Moms and Tots" classes have, in some cases, been partially financed by the Immigrant Services Society of B.C. The classes are usually held in the neighbourhood elementary school and are under the direction of trained E.S.L. teachers. Classes usually meet twice a week for about 2 - 2½ hours. For part of the time the mothers and children may learn separately from each other, coming together for some communal activities. The main interest of such classes is to orient the mothers to the school system which their children will enter through the medium of learning a little English.

2. Secondary School Students

The older a student is when he comes to Canada, the less time he has in which to master English before the responsibilities of adulthood fall on him. Secondary school E.S.L. students are often under great pressure from home to succeed; parents are sometimes unrealistic about the time it takes to master a new language. Some teachers expect too much; others expect too little. The system of collecting credits or passing courses for graduation adds to the strain of both E.S.L. students and their teachers.

For some reason secondary schools, on the whole, have in the past been far more reluctant to set up E.S.L. programs than elementary schools. Yet it is quite possible to work an E.S.L. program into a secondary school timetable if the will is there.

If the school is non-semestered, E.S.L. students who speak no English may spend, say, five out of seven blocks with the E.S.L. teacher, being integrated into perhaps art, P.E., Home Ec. or Shop, for the other two blocks. As the student learns English he isintegrated into other subjects. A useful guide for determining which subjects to place the student in is as follows:

First: subjects which contain content familiar to the student but which place a low language demand on him.

Second: subjects which contain content unfamiliar to the student but which continue to place a low language demand on him.

Third: subjects which contain content familiar to the student but which place a high language demand on him.

Fourth: subjects which contain content unfamiliar to the student and which also place a high language demand on him.

In a non-semestered school it may be necessary to place a student who is ready in a subject class half-way through the year to avoid holding him in the E.S.L. class for those extra months when he should be in contact with his peers. Subject teachers may have to be reassured that when an E.S.L. student is first placed in their class the question of the student passing or failing the course is unimportant. The emphasis initially should be on helping the student to feel at home in the subject by assisting him to learn the English of that subject and the routines that go with it. The student may also have to master different methods of instruction and different classroom behaviours.

In a semestered school it is easier to place a student in a subject class at its beginning as two such occasions arise each year, perhaps more. Even so, the emphasis in the early stages should be on the experience and not on passing or failing.

Grade 12 English teachers often feel under some pressure to pass an E.S.L. student even if his English is well below the standard required of English-speaking students, because they feel that by failing the student they will be preventing him from obtaining further education once he leaves school. Their compassion is, unfortunately, misplaced. At some time an E.S.L. student has to face the fact that unless he achieves a fairly high level of fluency he will not go far and a "mercy" pass merely puts off the day of reckoning. What the student needs is help, not just compassion. The King Edward Campus of the Vancouver Community College offers two special courses, English 089 and 099, designed to help E.S.L. students who have either failed grade 12 English or who have recently arrived in Canada from overseas to pursue higher education. As more junior colleges are opening up E.S.L. programs, secondary schools would be well advised to check and find out what help these colleges can give to E.S.L. students whose English is below the standard acceptable for first year university or college work.

3. Students at the Transitional Stage

Even after a student has "graduated" from his E.S.L. reception class, he may continue to need help for a further two years. In elementary schools this help may be given in an English Language Centre or by a remedial teacher or learning assistant who has some knowledge of E.S.L. In secondary schools help may be given in one of three ways:

(1) The E.S.L. student may continue to work with the E.S.L. teacher for one block of time,

(2) He may attend the English Language Centre,

(3) A special transitional English class may be set up for E.S.L. students.

Certain problems arise regarding credits for graduation for secondary school students. E.S.L. students are reluctant to spend time in a special English class which does not provide credits on completion. If attendance at the special transitional English class is voluntary, the students will often elect not to go. If attendance is compulsory, they may cross boundaries to a school where attendance is not compulsory and they enrol in the regular English class. A number of schools are now giving credit for E.S.L. courses taken beyond the beginning or intermediate stages.

If the school is on a semester system, E.S.L. students may be required to spend the first semester in the special English class (no credits), but they may take the regular English course for their grade in the second semester and if they do well enough gain credits.

Once a student is no longer enrolled in the E.S.L. class, he should be allowed to remain at the same school if he wishes. A change of school, even though the new school may be nearer to his home, can be an unnecessary traumatic experience at this stage. It would be far better, however, if all schools were to meet the needs of the school population within the community they serve. E.S.L. students should not be thought of as a "special" group - they are a significant component of the total enrolment and should be considered the responsibility of all teachers.

To do nothing at the transitional stage of language learning is like making a child swim out to sea and then abandoning him. He needs continuing help to gain strength and to improve his skills if he is not to drown from frustration and exhaustion.

Cultural Integration

It is vital to the E.S.L. student's inner well-being that he be accepted into the white Canadian community without losing his pride in his own ethnic background and language. Cultural integration is therefore a two-way affair; it calls for effort and understanding on the part of the E.S.L. student and his family on the one hand, and on the teachers and students of his school on the other. Some practical suggestions for assisting the students to adjust to a new way of life are as follows:

1) A buddy system (see page 16). Buddies should be encouraged to visit in each others' homes and to learn about each others' customs and values.

2) School clubs should encourage E.S.L. students to become members.

3) Members of the Student Council should be aware of their responsibilities towards the E.S.L. students and should see to it that these students are not left on the sidelines.

4) Regular teachers should encourage students from overseas to talk about their homelands, their customs and their values, and their language.

5) Most subjects can be stretched to include an element of multi-culturalism.

6) E.S.L. students benefit by going on field trips to find out about the Canadian way of life. A Canadian student can act as a guide. Some field trips might take Canadian students to an ethnic display or a part of town where an ethnic culture is represented.

7) Speakers from different ethnic groups are often happy to discuss their culture.

8) The school can celebrate special days in the calendars of different ethnic groups.

Along with these activities should go sympathetic and realistic counselling of the E.S.L. students, and strong liaison with the parents even if this means bringing an interpreter to the school or visiting the parents in their homes.

THE BUDDY SYSTEM

The goal of the buddy system is to provide assistance to E.S.L. students on a one-to-one basis. The results are hopefully twofold:

(1) the student's use of English is improved and

(2) the student's adjustment to Canada is made easier.

The buddy may be:

- a child of the same age
- an older child
- an adult volunteer

The buddy should be someone who can provide a good example of oral English, the kind spoken in Canada. (In other words, a buddy recently arrived from Australia would not be appropriate.)

Some school uses of the buddy might include:

- correction of student's written work as the student reads it.
- correction of any oral English including oral reading. This includes pronunciation as well as grammar.
- recording errors in the above for the teacher.
- help with directional language so that the student clearly understands his assignments.
- conversation practice.

On the basis of the records kept by the buddy the teacher may add to or decrease the amount of work done by student X each time.

It is vital that whoever becomes the buddy be teacher-directed. That is, the teacher must control thecore part of the work being done. Maximum effectiveness and efficiency are achieved in this way. This is not to imply that all the time spent together by the buddy and his student should be programmed. There should be opportunities during their exchange to develop a social relationship of some kind. Incorporated into each session should be a certain amount of free time where the buddy will use natural language and student X will learn supplementary idioms and vocabulary.

In additional to the periods of time spent in school, the buddy might spend parts of recess or noon with his student - at firstfor specific reasons, and later because he wants to. He may be encouraged to take student X on outings, or to come along when student X's class goes on one. Perhaps arrangements could be made (through the teacher is best, depending on age) for the buddy to take student X out on Hallow'en, or home for Thanksgiving Dinner, etc. Perhaps the buddy and his student could exchange phone calls. In other words, the approach to the buddy system should be as pleasurable a giving-and-receiving situation for both as is possible.

it should be emphasized that a student with a non-Canadian background has a unique store of knowledge, and that the buddy will learn some exciting things from his student friend. In addition to knowing at least one different language, student X knows other games, perhaps has unusual stamps or coins to share, eats different foods, and follows different customs from his buddy. So the buddy must be prepared to listen and to receive as well as to give.

It would be redundant to add all the benefits that a teacher would realize if he/she were to organize such a system.

M. SEESAHAI
Burnaby School Board

Editor's Note: When a child first enters a school with little or no English there is a great deal of information which he needs if he is to cope with the new situation. A buddy speaking own language could help him through these early days.

THE TRAINING OF TEACHERS IN E.S.L.

University of British Columbia

The U.B.C. course which provides training for teachers of English as a Second Language is Education 478, a methodology course entitled "An Introduction tc Teaching English as a Second Language", which is taught in the Department of English Education (UBC campus, Ponderosa Annex 'E', telephone - 228-5788). This is a three-unit course; i.e. it runs from Fall through Spring in the winter session.

ADMISSION

All students seeking to train as teachers of English as a Second Language must obtain admission to the university if they have not already done so. This is done through the Registrar's Office. Students must have the equivalent of second year university before they may enrol in Education 478.

PREREQUISITE

The prerequisite to Education 478 is a course in linguistics dealing with the English language. Any one of the following UBC courses is acceptable as a prerequisite: Education 489, English 329, Linguistics 100, 200, or 420. Students who have taken an equivalent introductory linguistics course at another institution should get the permission of the instructor of Education 478 before registering for the course. The linguistics course may be taken as a co-requisite; permission of the instructor of Education 478 must be obtained for this before enrolling.

PERMISSION OF THE INSTRUCTOR

Students who are not enrolled in the Faculty of Education, UBC, or who do not hold a teaching certificate, must obtain the written permission of the instructor of Education 478 to register in the course and also the permission of the Dean of Education. This latter permission can be obtained by telephoning the Office of Undergraduate Programs, Faculty of Education, 228-5222.

UNDERGRADUATES

Undergraduates should check to see that Education 478 will be accepted for credit on their program before enrolling.

TIME OF OFFERING

Education 478 is offered every winter (September to April), almost every Summer Session (July and part of August), and in some years, during Spring Session (May, June and July). During the Winter Session, classes are held either three times a week during the day for fifty-minute periods, or one evening a week. for 2½ hours at either 4:30 or 7:00 p.m. Spring Session classes are also held in either the late afternoon or in the evening for 2½ to 3 hours twice a week. Summer Session classes are held every morning and lectures last about 2½ hours.

Information on Winter Session classes is available from either the Registrar's Office or from the Office of Extra-Sessional Studies - 228-2657. Information on Summer Session or Spring Session classes is obtainable from the Office of Extra-Sessional Studies.

CONTENT

Education 478 consists of lectures on language acquisition, methodology, testing procedures, cultural differences and other topics. Students will be required to take part in classroom experiences in E.S.L. classes of children or adults. This classroom work may take place in the morning, afternoon or evening. There are the usual readings and term papers.

TEACHING IN B.C. SCHOOLS

Students who wish to teach English to E.S.L. students in the public school system must hold a B.C. teaching certificate and have another teaching concentration. A teaching certificate is not necessary in the adult program. Currently, permanent jobs in adult programs are not easy to obtain, but short term part-time jobs are more readily available.

MASTER'S PROGRAMS

Students seeking entry to an M.Ed. degree or an M.A. in Education with a specialty in Teaching English as a Second Language must have completed a linguistics course and Education 478, or an equivalent methods course, before they will be accepted on the program. Prospective Master's candidates should contact the Graduate Division Office, Faculty of Education - 228-5217.

The Department of English Education offers several graduate courses which serve the interests of those who wish to do graduate work in English as a Second Language. They are currently under the course number Education 508:

Education 508 - Research into Teaching English as a Second Language
Education 508 - Research into Learning English as a Second Language
Education 508 - Research into English Language Curriculum

Other graduate courses are available within the English Education Department, and within the Faculties of Education and Arts.

USUAL COURSE OFFERINGS EACH YEAR

Spring Session

Education 489 - Applied Linguistics for Teachers
Education 478 - Introduction to Teaching English as a Second Language

SUMMER SESSION

Education 489 and 478 - a six-unit package. Students must sign up for both courses.

One section of Education 478 may also be offered. Check the Extra-Sessional calendar.

WINTER SESSION

Education 489 and Education 478.

At least two graduate courses in E.S.L. will be offered.

Simon Fraser University

SFU also offers training in E.S.L. Prospective students should contact either the Linguistics Department in the Faculty of Arts or Dr. G. Sampson, Faculty of Education, 291-3628, for information on their courses.

Professional Development

School districts should, if possible, run regular professional development programs to stimulate growth in teaching methods. For the past three years the Field Development Division, Faculty of Education, University of British Columbia, has made the parttime services of an E.S.L. consultant available to school districts. Districts seeking assistance should contact either the Field Development office, 228-5007, or the English Education Department, 228-5238. As the availability of this service depends upon the budget, we do not know from year to year whether we shall be able to offer this service.

E.S.L. KITS FOR REGULAR TEACHERS OF ELEMENTARY E.S.L. STUDENTS

These kits should contain materials which will help the teachers in the following areas:

Developing oral language
Developing literacy skills
Developing or reinforcing basic concepts

The following are some suggestions from which such a kit might be built:

1. Oral Language

(a) sets of clear, uncluttered pictures such as those found in
Peabody - level 1
Distar
Core English
Dormac materials
Visual Language materials

(b) games such as Bingo, Lotto, word games, etc.
D.L.M. materials - strip stories, word games, puzzles, etc.
Lee, W.R. Language Teaching Games and Contests, Oxford Univ. Press,
Allen, W.P. Easy Crossword Puzzles for people learning English, English Language Services, 1956, and
More Easy Crossword Puzzles, E.L.S., 1970
Anderson, Valerie, Thinking Games, Books 1 and 2, Toronto: O.I.S.E.
Hill, L.A. & P.R.Popkin, Crossword Puzzles, Books 1-4, O.U.P., 1975

(c) teacher-made materials, (Many suggestions are on file in the E.S.L. Resource Centre at Britannia Public Library, Vancouver.)

(d) Pronunciation
Clarey and Dixson, North American Pronunciation Exercises in English, Montreal: Centre Educatif, 1973,
McKenzie, Munro, English Pronunciation Exercises,

(e) books or sheets of songs and light verse
Dakin, Julia, Songs and Rhymes for the Teaching of English, Longmans, 1973,

(f) linguistic progression
Core English, teachers' manual, Ginn,
Scope, teachers' manual, book 1, Longmans,

(g) hand puppets - for story telling, role playing, mime, etc.

(h) stories without words - available in most school libraries

2. Developing Literacy Skills

One or more of the following depending upon age level and language facility:

(a) Miami Linguistic Readers, D.C.Heath, 1970
Kit includes poster size pictures, hand puppets, flash cards, readers, workbooks, records.

(b) Ladybird Series, including Talkabout Books
Useful for primary age beginning readers - Talkabout books are useful for developing oral fluency.

(c) Venture Series, Charles Nelson,
Series of graded readers with relevant stories and poems, attractively illustrated.

(d) Mainline, L.G.Alexander, Longmans, 1975.
For ages 9 - 13. Includes texts and students' workbooks.

(e) Target, L.G.Alexander, Longmans, 1975.
An audio-visual course for secondary age group, includes teachers' book, student workbooks, tests, and cassette tapes.

(f) Steps to English, Doris Kernan, McGraw Hill, 1975.
Teachers' manual, students' workbooks, books 1 - 6.

(g) Troubleshooter , Benner, P.A. Houghton-Mifflin, 1975
Books 1 - 8, a series of workbooks to aid language achievement from pronunciation to composition,

(h) English Step by Step with Pictures, R.S.Boggs & R.J.Dixson, Regents, 1971.
Useful for older beginners,

(i) Building English Sentences, Eugene Hall, Regents, 1969,
series of 9 workbooks, designed to build written skills in discrete areas, e.g. compound sentences, relative clauses.

(j) Specific Skills Series, Richard Boning, Barnall & Loft, 1969
series of workbooks to build skills in discrete areas, e.g. infering meaning, context clues, etc.

(k) Breakthrough to Literacy,
sentence makers, word makers, readers, etc.

3. Developing and/or Reinforcing Concepts

(a) clock face

(b) calendar

(c) weather chart

(d) map of Canada

(e) counting charts

(f) shapes

(g) colours

(h) large clear pictures

(i) picture stories

(j) box of small objects to teach same/different, opposites, hard/soft, etc.

(k) records, tapes, film strips for songs, nursery rhymes, fairy tales, etc.

RESOURCE GROUPS

Immigrant Services Society of B.C.
622 Seymour Street,
Vancouver, B.C. 684-2561

Immigrant Services Centre,
8165 Main Street,
Vancouver, B.C. 324-8168

B.C. Multicultural Society,
P.O. Box 3002,
Vancouver, B.C.
(Hodson Manor, 1254 West 7th Ave.,
Vancouver, B.C.)

Secretary of State's Office,
1525 West 8th Ave.,
Vancouver, B.C. 732-4111

English Language Training Department,
Vancouver Community College,
King Edward Campus,
2750 Oak Street,
Vancouver, B.C. 731-4614

Canadian Council of Christians and Jews,
736 Granville St.,
Vancouver, B.C. 684-6024

MOSAIC,
926 Commercial Drive,
Vancouver, B.C. 254-9626

Association of B.C. Teachers of English as an
Additional Language,
Mrs. R.Watson, President,
9900 Gilhurst Crescent,
Richmond, B.C.

E.S.L. Resource Centre,
Britannia Public Library,
1661 Napier St.,
Vancouver, B.C. 253-4391

A Short Bibliography of Methodology Texts

Bright, J.A. and G.P. McGregor. Teaching English as a Second Language. New York: McGraw Hill, 1972.

Bumpass, Faye L. Teaching Young Students English as a Foreign Language. New York: American Book, 1963.

Croft, Kenneth, ed. Readings on English as a Second Language. Cambridge: Winthrop, 1972.

Derrick, June. Teaching English to Immigrants. Toronto: Longmans, 1966.

Finocchiaro, Mary. English as a Second Language: From Theory to Practice. New York: Regents, 1964.

Frey, Betty. Basic Helps for Teaching English as a Second Language. Tucson: Palo Verde Pub., 1970.

Harris, David P. Testing English as a Second Language. Toronto: McGraw Hill, 1969.

Lado, Robert. Language Teaching: A Scientific Approach. McGraw Hill, 1964.

Lee, W.R. Language Teaching Games and Contests. Toronto: Oxford University Press, 1965.

Lee, W.R. and H. Coppen. Simple Audio-Visual Aids to Foreign Language Teaching. Toronto: Oxford University Press, 1968.

Pittman, G.A. Teaching Structural English. London: Ginn, 1967.

Rivers, Wilga M. Teaching Foreign Language Skills. Chicago: University of Chicago Press, 1968.

Saville-Troike, Muriel. Foundations for Teaching English as a Second Language, Prentice-Hall, 1976.

Stoddart, J. and F. Teaching English to Immigrant Children. London: Oxford University Press, 1968.

Thonis, Eleanor Wall. Teaching Reading to Non-English Speakers. Toronto: Collier MacMillan, 1970

Wilkins, D.A. Linguistics in Language Teaching. London: Edward Arnold, 1972.

General Texts

Ashworth, Mary. Immigrant Children and Canadian schools. Toronto: McClelland and Stewart, 1975.

Wolfgang, Aaron, ed. Education of Immigrant Students: Issues and Answers. Toronto: O.I.S.E., 1975.

E.S.L. TEXTS AND PROGRAMS

1. Alexander, L.G., New Concept English, Toronto: Longmans, 1970.
   (Secondary school students and adults)

2. Alexander, L.G., Target. Toronto: Longmans, 1975.
   (An audio-visual course for secondary)

3. Alexander, L.G., Mainline. Toronto: Longmans, 1975.

4. Boggs, R.S. & R.J. Dixson, English Step by Step With Pictures.
   New York: Latin American Institute Press, 1956.

5. Breckenridge, R.G. Access to English as a Second Language. Bks. 1 & 2.
   McGraw - Hill, 1973.
   Manuals, workbooks & cassette tapes.

6. Byrne, D. Progressive Picture Composition. Toronto: Longmans, 1967.
   Pupils book (illustrated), large picture set available separately.

7. Byrne, D. What Do You Think? Toronto: Longmans, 1975.
   For free oral expression. Teachers manual and students workbook.

8. Dixson, R.J. Easy Reading Selections in English. Montreal: Regents, 1971
   With drills in conversation.

9. Dixson, R.J. Elementary Reading in English. Montreal: Regents, 1971.
   With exercises.

10. Dixson, R.J. Modern American English. Montreal: Regents, 1971.
    Manuals, workbooks, tapes.

11. Dobson, Julia M. Effective Techniques for English Conversation Groups.
    Newbury House, 1974.

12. Dykstra, Gerald et al., Aranse Tales. Teachers College Press, 1966.
    A course in controlled composition.

13. Dykstra, Gerald, Composition: Guided and Free. Teachers College Press, 1974.
    Teachers manual and students workbooks.

14. English Language Services, English This Way. Macmillan, 1963.

15. Finocchiaro, Mary. Learning To Use English as a Second Language.
    Bks. 1, 2, 3. Montreal: Centre Educatif et Culturel, 1967.
    Teachers manual.

16. Hill, L.A. Elementary Stories for Reproduction; Elementary Composition Pieces; Intermediate Stories for Reproduction; Intermediate Composition Pieces; Advanced Stories for Reproduction; Outline Composition Pieces; Notetaking Practice. Oxford University Press, 1968-1975; also Montreal: Centre Educatif.

17. Hines, Mary Elizabeth. Skits in English as a Second Language. Regents, 1973.
Workbooks, cassettes.

18. Kernan, Doris. Steps to English. McGraw Hill, 1974.

19. Lado, Robert. Lado English Series. Montreal: Centre Educatif., 1975.
New revised program for Canadian market.

20. Lawrence, Mary S. Reading, Thinking, Writing. University of Michigan Press, 1977.

21. Martin, Carson W. Introduction to Canadian English. Toronto: New Canadian Pub., 1971.
Bks. 1 & 2, teachers manuals, students workbooks, tapes.

22. Mellgren, Lars & M.Walker. New Horizons in English. Don Mills: Addison Wesley, 1973.

23. Morley, Joan. Improving Aural Comprehension. University of Michigan Press, 1976.

24. National Council of Teachers of English. English For Today. Toronto: McGraw Hill, 1966.

25. Sheeler, Willard D. Welcome to English. Oxford, 1976.
Elementary course in English. Workbooks, cassette tapes, reading series.

26. Core English, Ginn.

27. Scope, Longmans.

The following non-E.S.L. material is also used by E.S.L. teachers:

Peabody Language Development Kits

S.R.A. Materials

Language Master Card Sets

Readers Digest Skill Builders

Distar Reading

Grover, C.C. New Practice Readers,

Smith, Nila Banton, Be a Better Reader, Bks. 1 & 2